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ABSTRACT

This report presents the findings of a 1995 survey of 1992-93 and 1993-94 graduates of Boise State University (BSU), Idaho, which sought to identify what students valued in a college education and the extent to which they felt BSU had helped them grow in these areas. The mail survey of 1,456 graduates asked them to rate the importance of a series of 17 skills or abilities that individuals might hope to attain from going to college, then to rate the extent of impact BSU had in their attaining these skills. It found that: (1) graduates especially valued the ability to communicate and to solve problems; (2) BSU was perceived as most effective in improving written skills, with about 80 percent of graduates agreeing that BSU had a major impact in this area; (3) of the three most important skills, BSU had the least impact on oral communication, with two-thirds of graduates rating BSU's impact as either major or moderate; and (4) the skills that graduates valued most differed depending upon the major chosen by the graduate. Eight tables present detailed information on graduate responses. An appendix discusses the survey methodology and includes a copy of the survey questionnaire. (MDM)

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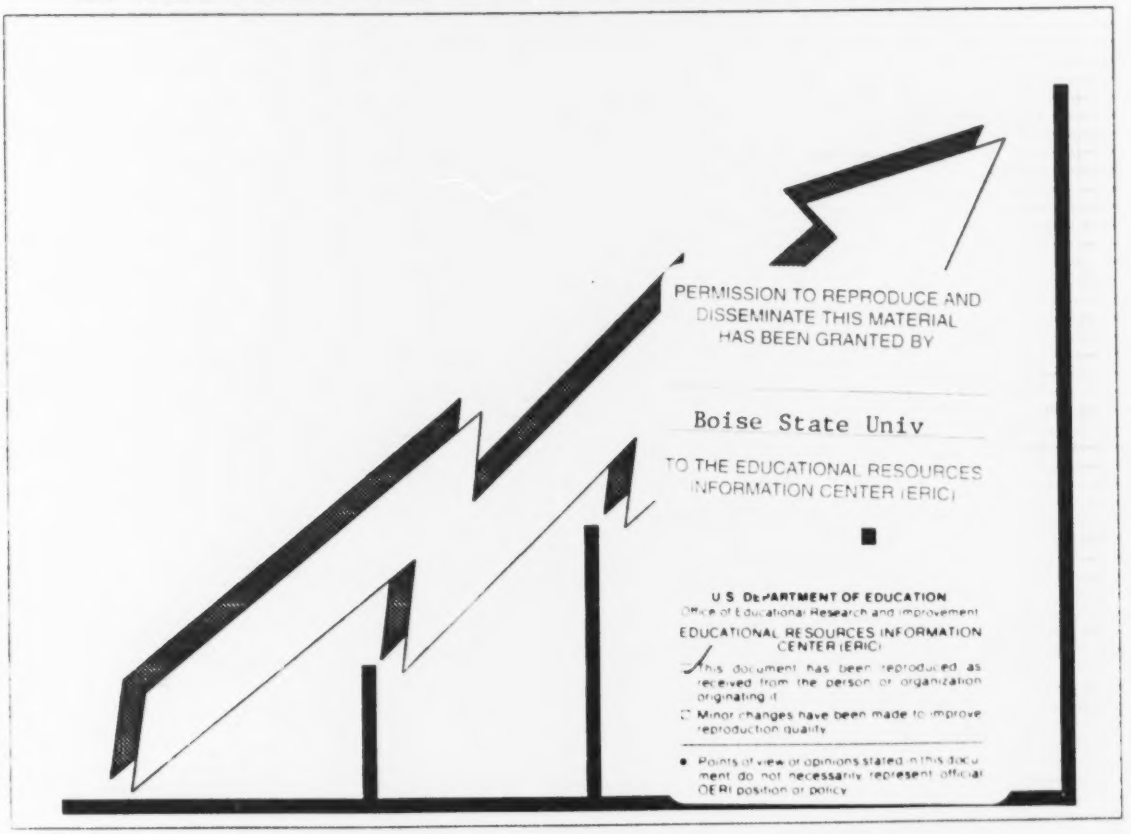
BSU's Impact on Skills Valued by Graduates

Research Report 96-02

Institutional Assessment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Boise State University

BSU's Impact on Skills Valued by Graduates

Research Report 96-02

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January 1996

BSU's Impact on Skills Valued by Graduates

ABSTRACT

The purpose of this report is to relate what students valued from a college education and the extent to which they felt BSU had helped them grow in these areas. Graduates from 1992-93 and 1993-94 were asked to rate the importance of a series of 17 skills or abilities that individuals might hope to attain from going to college, then to rate the extent of impact BSU had in their attaining these skills.

Findings

- Graduates especially valued the ability to communicate (both orally and in writing) and to solve problems.
- BSU was perceived as most effective in improving written skills. About 80% agreed BSU had either a major or moderate impact in this area.
- Of the three most important skills, BSU had the least impact on oral communication with two-thirds of graduates rating BSU's impact as either major or moderate.
- Almost 75% of graduates thought BSU had impacted their development of problem-solving skills in either a major or moderate way.
- The skills that graduates valued most differed depending upon the major chosen by the graduate.
- Likewise, perceptions of BSU's impact varied from college to college.
- Graduates were least concerned with international and environmental issues.

BSU's Impact on Skills Valued by Graduates

The conferring of a college degree symbolizes to most people that they have gained knowledge and skills that they did not have when they entered college. To some, it even symbolizes becoming an "educated person." This transformation happens through the curricula that students experience. As part of the process, colleges require their students to complete a certain set of general education courses believed to contribute to producing a well-rounded college graduate. Colleges have further requirements in the major aimed to develop a specific knowledge base, skills, and habits of mind.

In the past, this approach has been sufficient. But times have changed. In these days of accountability and quality improvement, colleges cannot simply assume that their courses of study are valid and sufficient or that they know what is best. Important stakeholders--students, employers, programs which receive our graduates--must be asked what they want and whether they are getting it.

The purpose of this report is to focus on a critical group of stakeholders--our graduates. Questions to be addressed include: What did the students themselves want from an education? What skills did they expect to develop that kept them in college and moving towards a college degree? Did they get what they expected? Did college impact them in ways they considered to be important?

To answer these questions, BSU graduates from 1992-93 and 1993-94 were asked to rate the importance of a series of 17 skills or abilities that might be attained from going to college. Graduates were also asked to rate the extent of impact BSU had in their attainment of these skills. The purpose of this report is to share these findings. Copies of the full survey and discussion of methodology can be found in Appendix A.

Findings

What Did Graduates Value?

Though all skills listed were considered important by at least 70% of graduates, the top three in mean importance were written communication skills, oral communication skills, and problem-solving skills (see Table 1). The skills with the lowest mean importance rating were "understanding international issues" and "understanding the interaction of human beings and the environment." People-related skills such as "working cooperatively in groups," "getting along with people from various cultures, races, backgrounds, etc." and "developing and using effective leadership skills" fell in the mid-range of responses. It was interesting to note that graduates valued the general skills of communicating and problem-solving over specifics such as "developing the skills that employers need" and "learning about existing and emerging career options," especially since improving communication seldom shows up at the top of reasons freshman give for coming to college, whereas getting jobs and making money do.

Note that these findings are an aggregate that applies to graduates in general. A closer look reveals the skills that graduates valued most differed depending upon the major chosen. Arts and Sciences graduates agreed that using effective written skills and solving problems were very important, but added life-long learning as their third top skill (see Table 2). Business graduates agreed oral and written communication and problem-solving were the top skills to be acquired, but ordered them slightly differently so that oral communication had the number one position (see Table 3). Education graduates thought a commitment to life-long learning was the most important skill to attain, but followed that with the three selected by the University as a whole (see Table 4).

Health Science graduates had yet a different way to viewing important skills. They thought that living their personal and professional lives according to their own standards and ethics was the most important skill to develop, perhaps because of the emphasis in health programs on standards and ethics. Problem-solving remained in the top three listing, but it was followed by another new

skill, "thinking objectively about beliefs, attitudes, and values." See Table 5 for further details.

Social Science and Public Affairs graduates selected effective oral communication as their top skill, followed by effective written communication. However, problem-solving moved to fourth place for this group, slightly behind thinking objectively about beliefs, attitudes, and values. See Table 6.

In the College of Technology, results were very different depending upon the type of degree granted. Those obtaining bachelors' and masters' degrees had a ranking that was almost identical to the University-wide ranking for top skills. Those in the shorter-term applied programs, however, thought it was most important to develop the skills that employers need. This was followed by being able to solve problems and to work cooperatively in groups. See Tables 7 and 8 for more details.

How Much Did BSU Impact the Development of Valued Skills?

After rating the importance of various skills, graduates were then asked to indicate whether BSU had a major, moderate, minor, or no impact at all in the attainment of each skill. Using a four-point scale, a mean impact rating was then calculated for each skill, with higher numbers indicating more impact. To assess how significant BSU's impact was, the percentage who indicated that BSU had either a "major" or "moderate" impact in their skill development was also calculated and reported.

BSU was perceived as most effective in improving written skills. This is good news since this was the skill that graduates thought was most important to acquire through college. About 80% of graduates thought that BSU had either a major or moderate impact in this area. Currently, this skill is addressed by requiring graduates to pass two courses in English and meet any written requirements in other courses.

For the remaining two skill areas that students rated most important, BSU's impact was perceived as somewhat less powerful. About two-thirds of graduates rated BSU's impact as either major or moderate in oral communication, while almost 75% rated BSU's impact as major or moderate in the area of problem-solving. Currently, neither oral communication or problem-solving are directly addressed in the core curriculum through specific courses. However, courses that include attention to problem-solving skills are being discussed as part of the proposed revisions to the core curriculum. Oral communication remains the prerogative of the departments and colleges.

There were only five skill areas that fewer then 50% of graduates thought BSU had impacted significantly. Four of these were also the bottom four skills in importance to graduates. The other skill--"living my personal and professional life according to my own standard/ethic"--was considered important by over 90% of graduates yet only 47% thought BSU had a major or moderate impact in this area.

Perceptions of BSU's impact on skill development varied from college to college. In the area of oral communication skills, for example, 78% of College of Education graduates and 72% of Social Science graduates thought BSU had impacted their skill development in either a major or moderate way. However, 66% of Business graduates and 62% of Arts and Sciences graduates thought BSU had a significant impact. For technology graduates with bachelors' or masters' degrees, 55% rated BSU as having had a major or moderate impact, perhaps because of the highly technical nature of much of the curriculum and because many students take their course work by computer (at least in Instructional Performance Technology) thereby making it more difficult to attend to oral communication skills.

Within most colleges, it was generally true that the skills graduates thought were most important were also those where they thought BSU had the most impact. In Arts and Sciences, the most important skill, using effective written skills, was also the area where they thought BSU had the most impact (78% thought BSU had a major or moderate impact). This was also true for Education. The three most important skills--lifelong learning, oral communication, and written

communication--all had impact ratings of 78% to 80%. Only one other skill--working cooperatively in groups--had impact ratings that high. Social Science and Public Affairs graduates also gave the highest impact ratings to their three most important skills--oral communication, written communication, and objective thinking--with one exception for "accessing data from a variety of information sources," which fell in the mid-range in importance.

In the College of Technology, Applied Technology graduates also rated their most important skill--developing skills that employers need--as the one that BSU had impacted most. Graduates also thought, however, that several other skills had received more attention than the skills rated as second and third in importance. Bachelor's and master's graduates thought their top two skills--written communication and problem-solving--had been impacted more than any other skill. However, oral communication, ranked third in importance, fell below many other skills in impact ratings.

Graduates from two colleges--Health Science and Business--thought less important skills had more impact. In Business, the most important skill was oral communication which 66% of graduates thought BSU had impacted in either a major or moderate way. The skill area they thought BSU had impacted most was working cooperatively in groups, ranked eighth in importance. In Health Sciences, 55% of graduates thought BSU had a major or moderate impact on their most important skill area--living life by their own standard or ethic. The skills they thought BSU had the most impact on were working cooperatively in groups and using effective written skills, ranked eighth and ninth in importance.

Conclusions and Discussion

BSU graduates hoped to gain many things from their educational experiences. Though every skill was considered of either major or moderate importance by at least 70% of graduates, the most valued were written and oral communication and problem-solving ability. For these three skills, BSU had the greatest impact in the area of written communication and the least in oral communication.

The picture of what was most important for graduates to acquire, however, shifted when viewed through the lens of the college and thus the major. Though communication and problem-solving remained near the top in importance, other skills such as life-long learning and employability skills also emerged as top priorities in some colleges. Generally, the skills that graduates thought were most important were also the ones they thought BSU had impacted the most. There were exceptions, however, particularly in Business and Health Sciences.

These results offer a glimpse of what graduates think should be in the curriculum and how well it is currently being addressed. Graduates, however, could only respond to the smorgasbord of options they were given on the survey. As the University thinks further about what, if anything, should be done with these findings, perhaps the questioning process should begin with the items themselves. Does this list of skills accurately reflect what BSU hopes students will learn here? What are the student learning goals for the institution as a whole? Why are graduates required to take general education core courses? Answering these questions could help clarify what BSU believes to be of educational value. Measures could then be developed to monitor how effectively BSU is meeting these goals, providing information that could be used for program improvement and establishing accountability to our students, our public, and ourselves.

Appendix A

Survey Methodology

The follow-up of graduates is a process implemented this year to provide information to departments, colleges, and university administrators on the success of BSU graduates and their perceptions of their BSU experience. The process will take place every other year and will include all graduates from the prior two years. This year, graduates from 1992-93 and 1993-94 were surveyed.

The process began in April with a review of several surveys that were already available (including the BSU survey administered in 1992). These were presented at the Deans' Council in May along with the request to notify the Coordinator of any particular data needs. A draft survey was then developed and distributed to Deans and Associate Deans for review. By mid-June, a finalized survey was ready for printing and mailing.

The survey was mailed the last of June along with a cover letter from BSU President, Charles Ruch, using addresses from an alumni file maintained by the Office of University Relations. In early August, a follow-up letter from the Coordinator of Institutional Assessment was sent. This was followed with a reminder postcard several weeks later. As shown below, based on the number of correct addresses, the response rate was 43%.

Number of Surveys Mailed:	*3,358*
Number returned due to Incorrect Information:	*7*
Number of Surveys Returned:	*1,456*
Percentage of Delivered Surveys Returned:	***43%***

The response rate differed depending on the College and program from which students received their degree. Only 29% of students in Applied Technology programs responded. The response rate for the other colleges ranged from 42% to 49%. See Table 13 for details.

This pattern of return indicates that some colleges and programs are over-represented in the general results. No attempt was made, however, to weight the responses, and findings are reported in simple percentages of the total number of responses.

Table 1
Importance of Skills and Impact BSU Had
Sorted by Mean Importance

University-wide

Skill	Number Responding	Mean Importance	Agree Important	Mean Impact	Agree BSU Impacted
Using effective written skills	1409	3.68	96.5%	3.11	79.8%
Defining and solving problems	1411	3.67	97.6%	2.93	74.4%
Using effective oral communication	1410	3.67	96.9%	2.87	68.6%
Developing skills employers need	1410	3.62	96.6%	2.74	60.7%
Committing to lifelong learning	1411	3.59	94.2%	2.87	66.9%
Living life by own standard	1406	3.59	92.6%	2.43	47.3%
Thinking objectively re. beliefs	1406	3.58	93.5%	2.88	70.0%
Working cooperatively in groups	1411	3.51	92.4%	3.01	74.1%
Getting along w. different people	1410	3.50	91.3%	2.63	54.6%
Using effective leadership skills	1406	3.48	92.6%	2.55	52.8%
Developing original ideas/products	1415	3.47	92.9%	2.68	61.0%
Accessing a variety of info source	1407	3.45	93.2%	2.96	72.9%
Drawing conclusions from data	1411	3.37	89.9%	2.86	69.2%
Suggesting solutions to employers	1401	3.26	86.0%	2.29	39.1%
Learning about career options	1404	3.15	81.3%	2.25	37.1%
Understanding humans & environment	1407	3.11	77.0%	2.44	46.0%
Understanding international issues	1402	2.94	72.5%	2.33	41.1%

Table 2
Importance of Skills and Impact BSU Had
Sorted by Mean Importance

Arts & Sciences

Skill	Number Responding	Mean Importance	Agree Important	Mean Impact	Agree BSU Impacted
Using effective written skills	184	3.71	96.2%	3.17	78.3%
Committing to lifelong learning	185	3.68	97.3%	2.91	67.2%
Defining and solving problems	185	3.66	98.4%	2.91	72.3%
Thinking objectively re. beliefs	184	3.64	94.6%	2.89	71.4%
Living life by own standard	184	3.64	94.6%	2.57	51.9%
Developing original ideas/products	185	3.63	95.1%	2.88	72.4%
Using effective oral communication	185	3.63	97.3%	2.77	62.5%
Developing skills employers need	185	3.53	93.5%	2.52	50.3%
Accessing a variety of info source	184	3.51	93.5%	2.80	64.6%
Getting along w. different people	184	3.47	91.3%	2.59	51.6%
Using effective leadership skills	184	3.33	87.5%	2.40	45.4%
Drawing conclusions from data	185	3.30	84.9%	2.83	63.6%
Working cooperatively in groups	184	3.29	88.6%	2.81	65.4%
Learning about career options	183	3.13	81.4%	2.14	31.7%
Understanding humans & environment	183	3.13	76.0%	2.46	45.7%
Suggesting solutions to employers	184	3.09	79.9%	2.10	30.1%
Understanding international issues	184	2.86	68.5%	2.22	32.6%

Table 3
Importance of Skills and Impact BSU Had
Sorted by Mean Importance

Business

Skill	Number Responding	Mean Importance	Agree Important	Mean Impact	Agree BSU Impacted
Using effective oral communication	313	3.70	97.8%	2.81	66.2%
Defining and solving problems	314	3.69	97.8%	2.97	79.5%
Using effective written skills	314	3.68	98.4%	3.06	77.5%
Developing skills employers need	313	3.63	97.1%	2.72	60.7%
Using effective leadership skills	312	3.56	95.8%	2.59	55.0%
Committing to lifelong learning	313	3.50	90.7%	2.71	58.3%
Thinking objectively re. beliefs	315	3.48	92.7%	2.74	64.1%
Living life by own standard	315	3.46	89.2%	2.24	37.4%
Working cooperatively in groups	313	3.46	90.7%	3.19	82.6%
Drawing conclusions from data	314	3.43	94.9%	2.91	74.5%
Developing original ideas/products	316	3.43	95.6%	2.55	52.1%
Suggesting solutions to employers	311	3.37	91.0%	2.36	42.1%
Accessing a variety of info source	314	3.33	92.7%	2.97	73.5%
Getting along with different people	313	3.33	87.9%	2.49	48.1%
Learning about career options	314	3.05	78.0%	2.14	29.9%
Understanding international issues	312	3.03	78.5%	2.43	46.0%
Understanding humans & environment	313	2.85	65.8%	2.13	30.8%

Table 4
Importance of Skills and Impact BSU Had
Sorted by Mean Importance

Education

Skill	Number Responding	Mean Importance	Agree Important	Mean Impact	Agree BSU Impacted
Committing to lifelong learning	218	3.75	97.7%	3.11	78.5%
Using effective oral communication	219	3.73	99.1%	2.97	77.7%
Using effective written skills	218	3.71	98.2%	3.12	80.3%
Defining and solving problems	217	3.65	96.8%	2.88	72.4%
Getting along w. different people	219	3.64	94.5%	2.70	56.9%
Developing skills employers need	219	3.63	96.8%	2.85	67.9%
Thinking objectively re. beliefs	215	3.62	94.4%	2.93	74.9%
Living life by own standard	215	3.62	94.4%	2.48	52.3%
Working cooperatively in groups	219	3.59	93.2%	3.18	80.6%
Accessing a variety of info source	218	3.51	95.0%	2.93	70.8%
Developing original ideas/products	219	3.50	94.1%	2.79	67.3%
Using effective leadership skills	218	3.46	93.6%	2.60	58.5%
Drawing conclusions from data	218	3.24	87.2%	2.76	62.2%
Suggesting solutions to employers	214	3.16	81.3%	2.30	39.7%
Understanding humans & environment	218	3.12	79.4%	2.43	46.1%
Learning about career options	218	3.06	77.5%	2.26	38.1%
Understanding international issues	215	2.97	76.3%	2.23	38.7%

Table 5
Importance of Skills and Impact BSU Had
Sorted by Mean Importance

Health Science

Skill	Number Responding	Mean Importance	Agree Important	Mean Impact	Agree BSU Impacted
Living life by own standard	172	3.74	97.7%	2.53	54.7%
Defining and solving problems	172	3.72	98.8%	2.99	76.6%
Thinking objectively re. beliefs	171	3.71	97.1%	2.92	72.2%
Developing skills employers need	172	3.66	97.7%	3.02	74.9%
Committing to lifelong learning	172	3.64	95.3%	2.90	71.8%
Using effective oral communication	172	3.64	97.7%	2.89	68.4%
Getting along w. different people	171	3.63	94.7%	2.65	56.7%
Working cooperatively in groups	172	3.62	95.9%	3.04	80.7%
Using effective written skills	172	3.61	95.3%	3.09	82.5%
Using effective leadership skills	171	3.50	93.6%	2.70	63.7%
Accessing a variety of info source	171	3.43	93.6%	2.98	78.7%
Drawing conclusions from data	172	3.39	87.8%	2.89	74.7%
Developing original ideas/products	173	3.35	90.8%	2.63	58.6%
Learning about career options	173	3.28	86.1%	2.43	46.2%
Understanding humans & environment	173	3.28	85.0%	2.59	54.7%
Suggesting solutions to employers	172	3.18	82.6%	2.42	44.4%
Understanding international issues	171	2.90	71.9%	2.15	29.2%

Table 6
Importance of Skills and Impact BSU Had
Sorted by Mean Importance

Social Science & Public Affairs

Skill	Number Responding	Mean Importance	Agree Important	Mean Impact	Agree BSU Impacted
Using effective oral communication	303	3.75	97.0%	2.95	72.4%
Using effective written skills	303	3.75	97.7%	3.20	84.3%
Thinking objectively re. beliefs	302	3.68	96.4%	3.09	78.8%
Defining and solving problems	304	3.67	97.0%	2.85	70.4%
Living life by own standard	301	3.63	93.0%	2.45	46.9%
Getting along w. different people	304	3.60	93.4%	2.80	63.9%
Developing skills employers need	302	3.59	97.4%	2.40	44.5%
Committing to lifelong learning	304	3.57	93.8%	2.81	65.1%
Developing original ideas/products	304	3.56	95.1%	2.67	61.5%
Accessing a variety of info source	303	3.54	94.7%	3.03	75.7%
Using effective leadership skills	304	3.54	93.8%	2.47	47.5%
Working cooperatively in groups	304	3.53	92.4%	2.83	66.0%
Drawing conclusions from data	303	3.37	91.1%	2.89	71.8%
Understanding humans & environment	301	3.33	84.7%	2.67	57.1%
Suggesting solutions to employers	303	3.27	87.8%	2.04	27.0%
Learning about career options	300	3.20	82.7%	2.11	29.5%
Understanding international issues	302	3.14	79.1%	2.67	57.2%

Table 7
Importance of Skills and Impact BSU Had
Sorted by Mean Importance

Technology (Applied)

Skill	Number Responding	Mean Importance	Agree Important	Mean Impact	Agree BSU Impacted
Developing skills employers need	145	3.70	96.6%	3.18	77.3%
Defining and solving problems	145	3.61	96.6%	2.94	70.2%
Working cooperatively in groups	145	3.57	94.5%	2.96	68.8%
Living life by own standard	145	3.52	89.0%	2.50	50.0%
Using effective oral communication	144	3.49	90.3%	2.83	66.9%
Using effective written skills	144	3.47	89.6%	2.93	74.3%
Committing to lifelong learning	145	3.47	91.0%	2.86	66.4%
Suggesting solutions to employers	143	3.41	89.5%	2.59	56.5%
Accessing a variety of info source	143	3.39	88.1%	2.98	74.5%
Drawing conclusions from data	145	3.39	85.5%	2.78	63.3%
Using effective leadership skills	143	3.38	87.4%	2.55	48.9%
Getting along w. different people	145	3.38	87.6%	2.63	54.7%
Thinking objectively re. beliefs	145	3.37	84.8%	2.66	54.9%
Learning about career options	143	3.34	88.8%	2.72	62.7%
Developing original ideas/products	144	3.26	81.9%	2.58	55.0%
Understanding humans & environment	145	2.94	72.4%	2.33	40.7%
Understanding international issues	144	2.54	51.4%	1.97	27.3%

Table 8
Importance of Skills and Impact BSU Had
Sorted by Mean Importance

Technology (Bachelor and Masters)

Skill	Number Responding	Mean Importance	Agree Important	Mean Impact	Agree BSU Impacted
Using effective written skills	74	3.72	95.9%	3.15	77.0%
Defining and solving problems	74	3.70	98.6%	3.16	83.3%
Using effective oral communication	74	3.65	95.9%	2.69	55.4%
Developing skills employers need	74	3.64	95.9%	2.89	66.2%
Drawing conclusions from data	74	3.62	97.3%	2.96	68.9%
Working cooperatively in groups	74	3.53	94.6%	2.92	67.6%
Developing original ideas/products	74	3.51	90.5%	2.79	67.1%
Committing to lifelong learning	74	3.51	95.9%	2.85	65.8%
Accessing a variety of info source	74	3.49	93.2%	2.96	68.9%
Living life by own standard	74	3.47	90.5%	2.36	43.2%
Using effective leadership skills	74	3.45	91.9%	2.51	49.3%
Thinking objectively re. beliefs	74	3.43	89.2%	2.78	66.2%
Getting along w. different people	74	3.34	87.8%	2.35	40.5%
Suggesting solutions to employers	74	3.30	87.8%	2.57	51.4%
Understanding humans & environment	74	3.14	79.7%	2.55	54.1%
Learning about career options	73	3.12	75.3%	2.29	38.4%
Understanding international issues	74	2.81	62.2%	2.24	37.8%

SURVEY OF BOISE STATE UNIVERSITY GRADUATES

INTRODUCTION: As part of a continuing self-study effort, Boise State University is engaged in a survey of its graduates to secure information that can be used to help improve the educational programs and related services we provide our students and the communities they represent. Since you are a graduate of BSU, you are in a pivotal position to help us in this important assessment. We would, therefore, appreciate your taking 10-15 minutes of your time to complete this questionnaire.

Your responses to this survey will be kept COMPLETELY CONFIDENTIAL and all reports using the information provided will only deal with groups of respondents, not individuals. Therefore, we are asking you to respond with candor so we will be able to use the information/ideas you provide to improve our academic and support programs. However, if you do not want to answer a particular item, feel free to omit that item and go on to the next one.

After you have completed your questionnaire, place it in the prepaid envelope, and return it to the address shown. Please return this instrument within the next week. However, if this arrived while you were away, we'd still like to hear from you. THANK YOU.

1. Which one of the following best describes what you are currently doing?

①	Continuing my education, not employed outside the home
②	Employed and continuing my education
③	Employed full-time (not continuing my education)
④	Employed part-time (not continuing my education)
⑤	Self-employed (farm or business owner, etc.)
⑥	Serving in the Armed Forces/Military
⑦	Caring for a home/family (not employed outside the home, not continuing education)
⑧	Unemployed and seeking employment
⑨	Other (Please specify)_____

2. Have you taken any licensing or certification examinations related to your major or area of study at BSU?

①	Yes, I have taken and passed such an exam
②	Yes, I have taken such an exam but do not yet know the results
③	Yes, I have taken such an exam but did not pass
④	No, I have not taken any such exams but plan to do so
⑤	No, and I have no plans to take any such exams
⑥	Not applicable

3. Did you receive any special certification or training in an endorsement area at BSU?

①	No
②	Yes

4. If yes, in what area?_____

5. Since graduating from BSU, have you taken additional course work?

①	No
②	Yes

6. How well did BSU prepare you to continue your education?

①	Exceptionally well
②	More than adequately
③	Adequately
④	Less than adequately
⑤	Very poorly
⑥	Not applicable

7. Since graduating, have you applied for admission to another degree program?

①	Yes
②	No, but plan to apply
③	No, and have no plans to apply

8. What is the highest degree you plan to obtain?

①	I do not plan to obtain any additional degrees
②	Bachelor's degree
③	Master's degree
④	Doctoral Degree
⑤	Professional degree

9. Are you currently working on another degree?

①	Yes
②	No

BELOW IS A LIST OF ABILITIES OR SKILLS ONE MIGHT EXPECT TO DEVELOP WHILE PURSUING A POSTSECONDARY EDUCATION. TO THE *LEFT*, INDICATE YOUR OPINION OF THE IMPORTANCE OF THE SKILL IN AN INDIVIDUAL'S EFFORTS TO BE PERSONALLY/PROFESSIONALLY SUCCESSFUL IN TODAY'S WORLD. TO THE *RIGHT*, INDICATE THE IMPACT OF YOUR EXPERIENCE AT THIS UNIVERSITY ON YOUR ATTAINMENT OF EACH SKILL.

Major Importance ↓ Moderate Importance ↓ Minor Importance ↓ No Importance ↓	IMPORTANCE TO YOU ←		IMPACT OF UNIVERSITY EXPERIENCES →	Major Impact ↓ Moderate Impact ↓ Minor Impact ↓ No Impact ↓
④ ③ ② ①	10.	Developing original ideas and/or products		④ ③ ② ①
④ ③ ② ①	11.	Thinking objectively about beliefs, attitudes, and values		④ ③ ② ①
④ ③ ② ①	12.	Making and exercising a lifelong commitment to learning		④ ③ ② ①
④ ③ ② ①	13.	Living my personal and professional life according to my own standard/ethic		④ ③ ② ①
④ ③ ② ①	14.	Defining and solving problems		④ ③ ② ①
④ ③ ② ①	15.	Developing skills that employers need		④ ③ ② ①
④ ③ ② ①	16.	Accessing and using a variety of information sources		④ ③ ② ①
④ ③ ② ①	17.	Getting along with people from various cultures, races, backgrounds, etc.		④ ③ ② ①
④ ③ ② ①	18.	Recognizing and using effective oral communication skills		④ ③ ② ①
④ ③ ② ①	19.	Developing and using effective leadership skills		④ ③ ② ①
④ ③ ② ①	20.	Learning about existing and emerging career options		④ ③ ② ①
④ ③ ② ①	21.	Understanding the interaction of human beings and the environment		④ ③ ② ①
④ ③ ② ①	22.	Analyzing and drawing conclusions from various types of data		④ ③ ② ①
④ ③ ② ①	23.	Recognizing and using effective written communication skills		④ ③ ② ①
④ ③ ② ①	24.	Suggesting solutions to employers' needs		④ ③ ② ①
④ ③ ② ①	25.	Working cooperatively in groups; working as a team member		④ ③ ② ①
④ ③ ② ①	26.	Understanding international issues (political, economic, etc.)		④ ③ ② ①

INDICATE HOW YOU FEEL ABOUT EACH OF THE FOLLOWING STATEMENTS.

Strongly Agree ↓ Agree ↓ No Opinion ↓ Disagree ↓ Strongly Disagree ↓		
① ② ③ ④ ⑤	27.	Generally, BSU's environment was warm and friendly.
① ② ③ ④ ⑤	28.	I had to delay my graduation because courses I needed were not available.
① ② ③ ④ ⑤	29.	Overall, I think BSU is a fine university.
① ② ③ ④ ⑤	30.	BSU needs a wider variety of activities and organizations for students.
① ② ③ ④ ⑤	31.	I am convinced I made the right decision in choosing BSU.

FOR EACH SERVICE (OR PROGRAM) LISTED, INDICATE (a) WHETHER YOU USED THE SERVICE WHILE AT BSU AND (b), IF YOU USED THE SERVICE, YOUR LEVEL OF SATISFACTION WITH THAT SERVICE.

① I Did Not Use This Service	② I used this service and was: Very Satisfied	③ Satisfied	④ Neutral	⑤ Dissatisfied	⑥ Very Dissatisfied	
①	②	③	④	⑤	⑥	32. Course registration processes
①	②	③	④	⑤	⑥	33. Financial aid services
①	②	③	④	⑤	⑥	34. Academic advising services
①	②	③	④	⑤	⑥	35. Credit-by-Examination Program
①	②	③	④	⑤	⑥	36. Parking facilities and services
①	②	③	④	⑤	⑥	37. Student employment services
①	②	③	④	⑤	⑥	38. Residence halls and apartments
①	②	③	④	⑤	⑥	39. Food services
①	②	③	④	⑤	⑥	40. Student health services
①	②	③	④	⑤	⑥	41. Day care services
①	②	③	④	⑤	⑥	42. Veterans services
①	②	③	④	⑤	⑥	43. Honors Program
①	②	③	④	⑤	⑥	44. Library facilities and services
①	②	③	④	⑤	⑥	45. Counseling services
①	②	③	④	⑤	⑥	46. University-sponsored tutorial services
①	②	③	④	⑤	⑥	47. Cultural programs and activities
①	②	③	④	⑤	⑥	48. College-sponsored social activities
①	②	③	④	⑤	⑥	49. Recreational and intramural programs and services
①	②	③	④	⑤	⑥	50. Campus newsletters/newspapers
①	②	③	④	⑤	⑥	51. Career planning and job placement services
①	②	③	④	⑤	⑥	52. Internship experience
①	②	③	④	⑤	⑥	53. Distance education programs
①	②	③	④	⑤	⑥	54. Continuing education programs
①	②	③	④	⑤	⑥	55. Admissions
①	②	③	④	⑤	⑥	56. Registrar's office

PLEASE COMPLETE THE FOLLOWING ITEMS IF YOU ARE WORKING FULL-TIME.

57. How long did it take you to obtain your first full-time job after graduating from BSU?

①	Obtained the job prior to leaving BSU
②	Less than one month
③	1 to 3 months
④	4 to 6 months
⑤	7 to 12 months
⑥	Over 12 months
⑦	I was already employed and have continued in that job

58. If you were already employed, have you received a promotion or additional responsibilities as a result of the training you received?

①	Yes
②	No
③	Not Applicable

59. Are you using skills and knowledge acquired at BSU in your job?

①	Yes, frequently
②	Yes, occasionally
③	Almost never
④	No

60. Are you working at a job where you are using the special certifications or endorsements you received at BSU?

①	Yes
②	No
③	Not applicable

61. What is your current job? _____

_____

62. What is your current annual salary?

①	Less than $15,000
②	$15,000 - $19,999
③	$20,000 - $24,999
④	$25,000 - $29,999
⑤	$30,000 - $34,999
⑥	$35,000 - $39,999
⑦	$40,000 - $44,999
⑧	$45,000 - $49,999
⑨	$50,000 or more

TO WHAT EXTENT DO YOU AGREE WITH THE FOLLOWING STATEMENTS ABOUT YOUR MAJOR PROGRAM OR DEPARTMENT WHILE YOU WERE AT BSU?

Agree Strongly ↓ Agree With Reservations ↓ Disagree With Reservations ↓ Disagree Strongly ↓

①	②	③	④	63. Faculty members were genuinely interested in the welfare of students.
①	②	③	④	64. I would advise a friend with similar interests to enroll in the same major.
①	②	③	④	65. Many department/program courses were not offered at the right times for me.
①	②	③	④	66. A number of courses covered the same material and were redundant.
①	②	③	④	67. Department members actively helped graduates of the program find appropriate employment.
①	②	③	④	68. If starting over, I would enroll in the same major/program again.
①	②	③	④	69. There was good communication between faculty and students regarding student needs/concerns.
①	②	③	④	70. Many opportunities existed outside of class for interactions between students and faculty departments.
①	②	③	④	71. The interactions and discussions with my peers in the department were a major source of motivation and support.
①	②	③	④	72. Department members encouraged and helped students explore ways of continuing their education after graduating from BSU.
①	②	③	④	73. Faculty were outstanding teachers.

74. Most recent BSU degree_____ 75. Year _____ 76. Major _____

77. What advice would you give to your department to improve the quality of education offered?

_____

_____

_____

78. What did you like most about your BSU experience? _____

_____

_____

79. What was the best course you took at BSU? _____

80. What course did you find least helpful? _____

81. What was the hardest thing you had to do in order to complete your education at BSU?

_____

_____